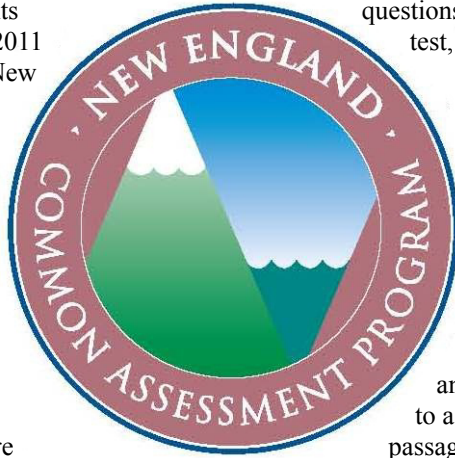


# About The New England Common Assessment Program

This report highlights results from the Fall 2011 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



## Fall 2011 Beginning of Grade 7 NECAP Tests

Grade 7 Students in 2011-2012

## School Results

**School:** Thomaston Grammar School

**District:** RSU 13

**Code:** 3161-1683



# Fall 2011 - Beginning of Grade 7 NECAP Tests

## Grade 7 Students in 2011-2012

# Grade Level Summary Report

**School:** Thomaston Grammar School  
**District:** RSU 13  
**State:** Maine  
**Code:** 3161-1683

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
<b>Students enrolled on or after October 1</b>	<b>47</b>			<b>155</b>			<b>14,129</b>			<b>100</b>			<b>100</b>			<b>100</b>		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
<b>Students tested</b>	<b>44</b>	<b>44</b>		<b>151</b>	<b>151</b>		<b>13,789</b>	<b>13,820</b>		<b>94</b>	<b>94</b>		<b>97</b>	<b>97</b>		<b>98</b>	<b>98</b>	
With an approved accommodation	12	12		31	31		2,191	2,213		27	27		21	21		16	16	
Current LEP Students	2	2		2	2		343	364		5	5		1	1		2	3	
With an approved accommodation	2	2		2	2		128	151		100	100		100	100		37	41	
IEP Students	10	10		27	27		2,190	2,201		23	23		18	18		16	16	
With an approved accommodation	10	10		24	24		1,777	1,778		100	100		89	89		81	81	
<b>Students not tested in NECAP</b>	<b>3</b>	<b>3</b>		<b>4</b>	<b>4</b>		<b>340</b>	<b>309</b>		<b>6</b>	<b>6</b>		<b>3</b>	<b>3</b>		<b>2</b>	<b>2</b>	
State Approved	3	3		3	3		244	218		100	100		75	75		72	71	
Alternate Assessment	3	3		3	3		218	203		100	100		100	100		89	93	
First Year LEP	0	0		0	0		10	0		0	0		0	0		4	0	
Withdrew After October 1	0	0		0	0		0	0		0	0		0	0		0	0	
Enrolled After October 1	0	0		0	0		0	0		0	0		0	0		0	0	
Special Consideration	0	0		0	0		16	15		0	0		0	0		7	7	
Other	0	0		1	1		96	91		0	0		25	25		28	29	

## NECAP RESULTS

	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING	47	3	0	44	3	7	27	61	9	20	5	11	745	151	8	59	19	15	744	13,789	13	57	21	9	746
MATH	47	3	0	44	3	7	19	43	11	25	11	25	739	151	22	36	18	25	742	13,820	21	40	19	20	743
WRITING																									

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



# Fall 2011 - Beginning of Grade 7 NECAP Tests

## Grade 7 Students in 2011-2012

### Reading Results

School: Thomaston Grammar School  
 District: RSU 13  
 State: Maine  
 Code: 3161-1683

#### Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 760–780)

#### Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 740–759)

#### Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

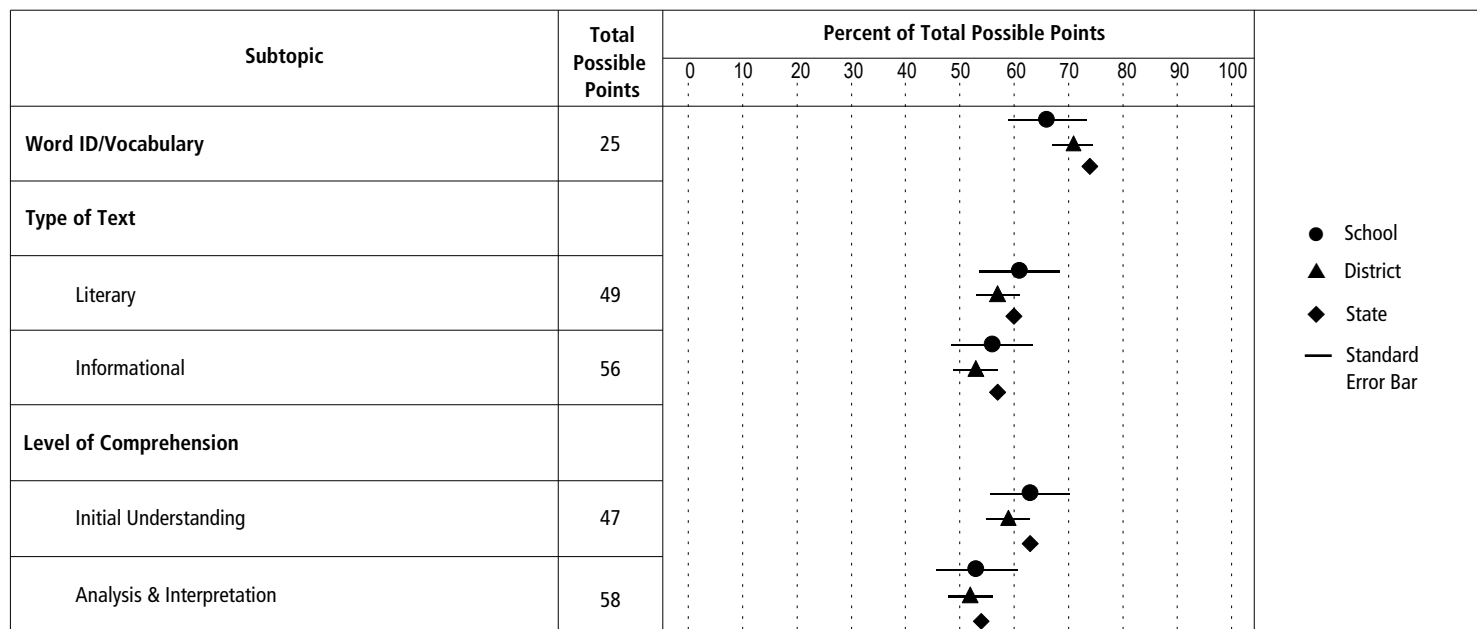
(Scaled Score 729–739)

#### Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 700–728)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>School</b>													
2009-10	56	1	0	55	4	7	38	69	9	16	4	7	746
2010-11	44	2	0	42	7	17	17	40	12	29	6	14	742
2011-12	47	3	0	44	3	7	27	61	9	20	5	11	745
Cumulative Total	147	6	0	141	14	10	82	58	30	21	15	11	744
<b>District</b>													
2009-10	198	2	1	195	13	7	119	61	49	25	14	7	744
2010-11	163	4	0	159	10	6	78	49	48	30	23	14	741
2011-12	155	3	1	151	12	8	89	59	28	19	22	15	744
Cumulative Total	516	9	2	505	35	7	286	57	125	25	59	12	743
<b>State</b>													
2009-10	14,367	230	120	14,017	1,319	9	8,323	59	3,222	23	1,153	8	745
2010-11	14,420	297	110	14,013	1,475	11	7,775	55	3,382	24	1,381	10	745
2011-12	14,129	244	96	13,789	1,815	13	7,850	57	2,870	21	1,254	9	746
Cumulative Total	42,916	771	326	41,819	4,609	11	23,948	57	9,474	23	3,788	9	745





# Fall 2011 - Beginning of Grade 7 NECAP Tests

## Grade 7 Students in 2011-2012

### Disaggregated Reading Results

School: Thomaston Grammar School  
 District: RSU 13  
 State: Maine  
 Code: 3161-1683

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	47	3	0	44	3	7	27	61	9	20	5	11	745	151	8	59	19	15	744	13,789	13	57	21	9	746
Gender																									
Male	26	2	0	24	1	4	12	50	6	25	5	21	741	77	6	53	21	19	741	7,120	8	57	23	12	744
Female	21	1	0	20	2	10	15	75	3	15	0	0	750	74	9	65	16	9	747	6,669	18	57	18	7	749
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	1	0	0	1										2						184	8	57	24	11	744
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						118	5	53	31	10	742
Asian	1	0	0	1										2						200	22	51	23	4	750
Black or African American	1	0	0	1										2						378	7	45	25	24	740
Native Hawaiian or Pacific Islander	0	0	0	0										0						11	0	73	18	9	746
White	44	3	0	41	2	5	27	66	7	17	5	12	745	144	7	60	18	15	744	12,735	13	57	21	9	746
Two or more races	0	0	0	0										1						163	11	60	20	9	745
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	2	0	0	2										2						343	3	38	30	28	737
Former LEP student - monitoring year 1	0	0	0	0										0						37	24	73	3	0	754
Former LEP student - monitoring year 2	0	0	0	0										0						24	21	79	0	0	757
All Other Students	45	3	0	42	3	7	27	64	7	17	5	12	746	149	8	60	17	15	744	13,385	13	57	21	9	746
IEP																									
Students with an IEP	13	3	0	10	0	0	1	10	5	50	4	40	731	27	0	7	37	56	727	2,190	1	24	38	37	732
All Other Students	34	0	0	34	3	9	26	76	4	12	1	3	749	124	10	70	15	6	748	11,599	15	63	17	4	749
SES																									
Economically Disadvantaged Students	24	3	0	21	0	0	15	71	5	24	1	5	744	82	2	59	21	18	741	6,251	6	52	28	15	742
All Other Students	23	0	0	23	3	13	12	52	4	17	4	17	746	69	14	59	16	10	748	7,538	19	61	15	5	750
Migrant																									
Migrant Students	0	0	0	0										0						5					
All Other Students	47	3	0	44	3	7	27	61	9	20	5	11	745	151	8	59	19	15	744	13,784	13	57	21	9	746
Title I																									
Students Receiving Title I Services	0	0	0	0										3						1,957	5	43	38	14	740
All Other Students	47	3	0	44	3	7	27	61	9	20	5	11	745	148	8	60	18	14	744	11,832	15	59	18	8	747
504 Plan																									
Students with a 504 Plan	2	0	0	2										2						387	7	59	26	8	744
All Other Students	45	3	0	42	3	7	25	60	9	21	5	12	745	149	8	58	19	15	744	13,402	13	57	21	9	746

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



# Fall 2011 - Beginning of Grade 7 NECAP Tests

## Grade 7 Students in 2011-2012

# Mathematics Results

School: Thomaston Grammar School  
 District: RSU 13  
 State: Maine  
 Code: 3161-1683

### Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 752–780)

### Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 740–751)

### Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

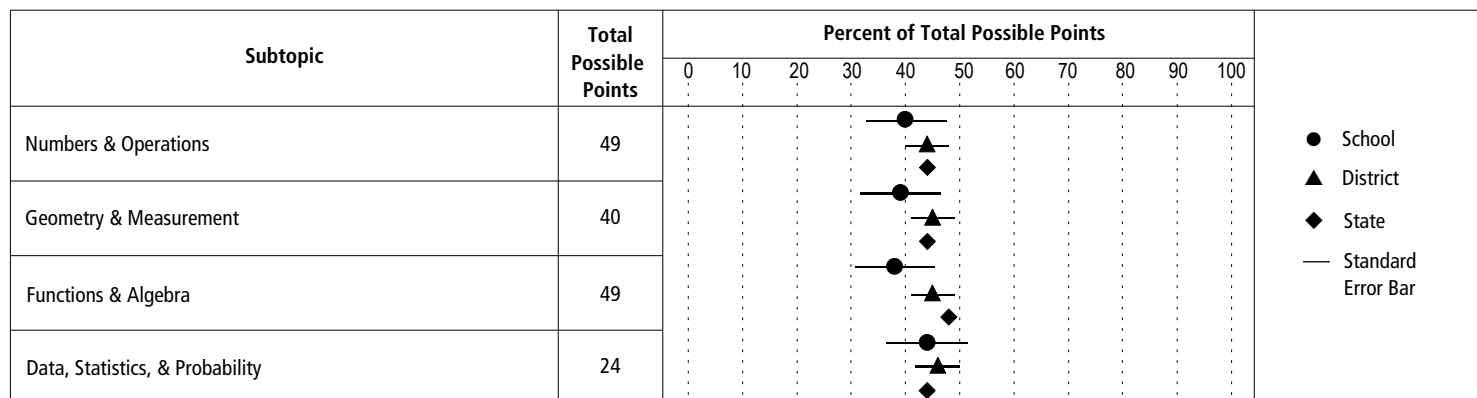
(Scaled Score 734–739)

### Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 700–733)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>School</b>													
2009-10	56	1	0	55	10	18	27	49	10	18	8	15	744
2010-11	44	3	0	41	3	7	11	27	14	34	13	32	738
2011-12	47	3	0	44	3	7	19	43	11	25	11	25	739
Cumulative Total	147	7	0	140	16	11	57	41	35	25	32	23	741
<b>District</b>													
2009-10	198	2	1	195	33	17	89	46	41	21	32	16	743
2010-11	163	5	1	157	20	13	54	34	43	27	40	25	740
2011-12	155	3	1	151	33	22	54	36	27	18	37	25	742
Cumulative Total	516	10	3	503	86	17	197	39	111	22	109	22	742
<b>State</b>													
2009-10	14,367	212	116	14,039	2,603	19	5,725	41	2,822	20	2,889	21	742
2010-11	14,420	247	129	14,044	2,310	16	5,892	42	2,990	21	2,852	20	742
2011-12	14,129	218	91	13,820	2,869	21	5,502	40	2,670	19	2,779	20	743
Cumulative Total	42,916	677	336	41,903	7,782	19	17,119	41	8,482	20	8,520	20	742





# Fall 2011 - Beginning of Grade 7 NECAP Tests

## Grade 7 Students in 2011-2012

# Disaggregated Mathematics Results

School: Thomaston Grammar School  
 District: RSU 13  
 State: Maine  
 Code: 3161-1683

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	47	3	0	44	3	7	19	43	11	25	11	25	739	151	22	36	18	25	742	13,820	21	40	19	20	743
Gender																									
Male	26	2	0	24	2	8	11	46	4	17	7	29	740	77	23	35	18	23	742	7,138	21	40	19	20	743
Female	21	1	0	20	1	5	8	40	7	35	4	20	738	74	20	36	18	26	741	6,682	20	40	20	20	742
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	1	0	0	1										2						186	16	36	24	24	740
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						117	7	40	26	27	738
Asian	1	0	0	1										2						205	28	37	16	19	745
Black or African American	1	0	0	1										2						390	7	26	22	45	734
Native Hawaiian or Pacific Islander	0	0	0	0										0						11	45	18	9	27	748
White	44	3	0	41	2	5	19	46	11	27	9	22	740	144	21	37	19	24	742	12,749	21	40	19	19	743
Two or more races	0	0	0	0										1						162	22	35	22	22	742
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	2	0	0	2										2						364	4	25	21	50	733
Former LEP student - monitoring year 1	0	0	0	0										0						37	24	62	11	3	747
Former LEP student - monitoring year 2	0	0	0	0										0						24	50	38	13	0	751
All Other Students	45	3	0	42	3	7	19	45	11	26	9	21	740	149	22	36	18	23	742	13,395	21	40	19	19	743
IEP																									
Students with an IEP	13	3	0	10	0	0	1	10	1	10	8	80	728	27	0	11	15	74	727	2,201	3	18	19	60	731
All Other Students	34	0	0	34	3	9	18	53	10	29	3	9	742	124	27	41	19	14	745	11,619	24	44	19	13	745
SES																									
Economically Disadvantaged Students	24	3	0	21	0	0	9	43	6	29	6	29	737	82	16	30	23	30	739	6,273	10	36	24	29	739
All Other Students	23	0	0	23	3	13	10	43	5	22	5	22	741	69	29	42	12	17	745	7,547	29	43	15	12	746
Migrant																									
Migrant Students	0	0	0	0										0						6					
All Other Students	47	3	0	44	3	7	19	43	11	25	11	25	739	151	22	36	18	25	742	13,814	21	40	19	20	743
Title I																									
Students Receiving Title I Services	0	0	0	0										3						1,963	5	28	30	37	737
All Other Students	47	3	0	44	3	7	19	43	11	25	11	25	739	148	22	36	17	24	742	11,857	23	42	18	17	744
504 Plan																									
Students with a 504 Plan	2	0	0	2										2						388	16	38	22	24	741
All Other Students	45	3	0	42	3	7	17	40	11	26	11	26	739	149	22	35	18	25	742	13,432	21	40	19	20	743

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.